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ABSTRACT

This homework study was undertaken to assess current homework practices in the Fort Worth Independent School District (FWISD) and the extent to which homework is utilized as a tool for effective instruction. Twelve elementary schools, six middle schools, and six high schools divided among low, middle, and high achievement levels were systematically selected to serve as participant locations for the study. Questionnaires were administered to 334 fourth, seventh, and eleventh graders and 144 first, fourth, seventh, and eleventh grade teachers from among the 24 schools. Additionally, telephone interviews were conducted with 90 parents from the school communities. Students generally had homework three or more times a week, involving between 30 minutes and one hour an evening. Between 50 and 75 percent of the students regularly completed homework assignments. Students had homework involving written composition each week. Parents reported that they were not aware of school homework policies. While teachers matched homework to specific instructional objectives, they rarely individualized assignments. Students were generally able to understand homework assignments and complete them without other help. It is recommended that the school's homework policy be communicated to parents, that teachers receive training on proper types of homework assignments through Outcome Based Instruction, and that students spend more time on homework. (BW)

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ED249238

FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

HOMEWORK PRACTICES IN FWISD

FALL, 1983

DEPARTMENT OF RESEARCH AND EVALUATION

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FORT WORTH INDEPENDENT SCHOOL DISTRICT

HOMEWORK PRACTICES IN FWISD

FALL, 1983

Department of Research and Evaluation
Dan Powell, Director
Fae Lysiak
Whit Johnstone
Helen Abadzi
Jennifer Giddings Brooks
Marie Dowling
Sandra Tees
Sherry Wallace

Richard Benjamin, Associate Superintendent
Planning and Development

November 10, 1983

EXECUTIVE SUMMARY

HOMEWORK PRACTICES IN FWISD
FALL, 1983

PURPOSE: Among recently publicized national studies, A Nation at Risk and the Paideia Proposal have called for additional emphasis on homework. This homework study was undertaken to assess current homework practices in the FWISD and the extent to which homework is utilized as a tool for effective instruction.

DESCRIPTION: Twelve elementary schools, six middle schools, and six high schools divided among low, middle, and high achievement levels were systematically selected to serve as participant locations for the study. Questionnaires were administered to 334 fourth, seventh, and eleventh graders and 144 first, fourth, seventh, and eleventh grade teachers from among the twenty-four schools. Additionally, telephone interviews were conducted with 90 parents from the school communities.

RESEARCH FINDINGS: Students generally had homework three or more times a week involving between thirty minutes and one hour an evening. Between fifty and seventy-five percent of the students regularly completed homework assignments. Students had homework involving written composition each week. Parents reported that they were not aware of school homework policies. While teachers matched homework to specific instructional objectives, they rarely individualized assignments. Students were generally able to understand homework assignments and complete them without other help.

CONCLUSIONS: The potential benefits of homework in FWISD are limited by quantity, quality, and communications considerations. While homework is assigned regularly in FWISD, the assignments are of shorter duration than those reported nationally and are not regularly completed by all students. Homework assignments are not used as effectively as they might be under the Outcome Based Instruction (OBI) model. Parents are not regularly notified of homework policies.

RECOMMENDATIONS: Based on the findings of this study and those reported nationally:

1) Each school should define a homework policy and communicate it clearly, concisely, and often to parents.
2) Staff development should be provided to teachers concerning proper types of homework assignments through OBI.
3) Students should spend more time on homework assignments, particularly at the middle and high school levels.

Research and Evaluation
November 10, 1983

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RESEARCH AND EVALUATION DEPARTMENT
November 1983

HOMEWORK PRACTICES IN FWISD

FALL, 1983

BACKGROUND ON HOMEWORK

Why was a study of FWISD homework practices undertaken?

There has been an increasing amount of concern nation-wide over the quality of education. Among recently publicized national studies, A Nation at Risk and the Paideia Proposal have called for additional emphasis on homework. This homework study was undertaken to assess current homework practices in the FWISD and the extent to which homework is utilized as a tool for effective instruction.

What constitutes homework?

Homework consists of instruction-related tasks that students are required to perform outside the regular class time. Although homework is considered to be an after-school task, teachers often ask students to start it in class and to complete it at home if it is not finished. Homework may generally be classified as:

1) independent practice on a specific objective for correction/ remediation,
2) independent practice on a specific objective for enrichment/ extension,
3) practice over previously mastered material, and
4) introduction of new material.

What do homework assignments try to achieve?

1) discipline
2) extra practice of skills learned
3) easing of time constraints on the curriculum
4) fostering student initiative, independence, responsibility
5) reinforcement of school learning experiences
6) a closer relationship between school and home

What do research findings show regarding homework practices in other districts?

Several studies conducted during the last 15 years were reviewed to lend perspective to the present research. The main findings of these studies are:

1) Homework is assigned in approximately 90% of school districts in the U.S. Assignments range from 20 minutes on weekdays in first grade to 50 minutes in the sixth grade, and to more than an hour in middle school. It decreases, however, to less than an hour in the twelfth grade.
2) Compared to western European countries, U.S. students rank last in time spent on homework and school instruction. They spend 64% less time on homework than West German children and 58% less time than French children. It appears, as was also observed in Australia, that students spend more time each evening watching television than doing homework.
3) Low-achieving students complete assignments less frequently, leading teachers to feel discouraged about assigning homework. Teacher unwillingness to assign and demand much homework may

increase the difficulties low-achieving students face. However, these students are more likely to benefit from routine drill homework if they complete it than high-achieving students who are more likely to complete assignments.

4) Teachers generally favor homework assignment, but relatively few correct homework systematically and include the grades in report card grades. Teacher feedback, however, is likely to increase the rate of homework completion.

5) Parents overwhelmingly support the idea of homework and tend to view teachers who do not assign it as inferior. However, they expect homework not to be too much or too difficult and like to be notified by the school if it is not completed.

6) Students generally feel that homework is necessary, but want the right to question its content. Students have supported homework consistently over the years even though they do not necessarily enjoy the task.

7) Most school districts have not had homework policies in the past. A few districts, such as the New York City schools, have made homework compulsory and have set standards for daily amount of time to be spent on homework in various grades.

8) Homework seems to promote academic achievement, although not all researchers agree. The effects may be cumulative and long-term. Independent study may be particularly important for academic growth.

What recommendations are made nation-wide regarding homework?

In the 1960s and 1970s, there was a trend toward giving children little or no homework, particularly in the early grades. This trend has now been reversed. Reports on education of national scope, such as A Nation At Risk, emphasize the need for a much larger amount of homework than is now given. It is also emphasizes that homework should be creative and meaningful, an exercise in discipline and student accountability as well as high-level academics. Where possible, homework should be individualized and grades should be made contingent on its completion.

What have prior research efforts in FWISD shown about homework?

No studies of general homework practices have been undertaken in recent years, but questionnaires administered to magnet students and parents in 1982 and 1983 shed some light on homework practices. Magnet students complained about too much homework, although they indicated it was average in difficulty and somewhat interesting. At the same time approximately half of the parents reported that their magnet children spent one to two hours a day doing homework while the other half reported less than one hour to more than two hours. Most parents viewed the amount of time spent on homework as "about right."

RESEARCH PROCEDURES AND QUESTIONS

From whom was the information for the current study obtained and how?

Information was obtained from three groups of people involved with homework:

1) parents
2) teachers
3) students

Twelve elementary schools, six middle schools, and six high schools divided among low, middle, and high achievement levels (achievement levels determined by ordering schools in high, middle and low thirds on achievement tests) were systematically selected to serve as participant locations for the study. Questionnaires were administered to 334 fourth, seventh, and eleventh graders and 144 first, fourth, seventh, and eleventh grade teachers from among the twenty-four schools. Additionally, telephone interviews were conducted with 90 parents from the school communities. Detailed procedures and questionnaires appear in Appendix A. Samples of student and teacher comments appear in Appendix D.

What questions were addressed in this study?

The study was intended to provide information on two areas of concern:

A. What is the current homework practice in the FWISD at the elementary, middle, and high school levels?

   1) How many evenings a week are students expected to do homework?

   2) How much time do students spend on homework each night?

   3) What percentage of students complete their homework assignments?

   4) How often does homework involve written composition?

   5) What percentage of a student's course grade is determined by homework performance?

   6) Are homework policies and procedures communicated to parents?

B. Is homework utilized as a tool for effective instruction in the FWISD?

   1) Does the teacher assign homework to match specific instructional objectives?

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2) To what extent does the teacher tailor homework assignments to the needs of individual students?

3) To what extent does the teacher assign homework to reflect the activities of:

   a) independent practice on a specific objective for correction/remediation,

   b) independent practice on a specific objective for enrichment/extension,

   c) practice over previously mastered material, and

   d) introduction of new material?

4) To what extent does the student understand the product desired by the teacher when given homework?

5) To what extent does the student have the conceptual mastery of the content matter necessary to do the homework assignment?

6) Has the student previously worked on the content matter of the homework assignment in class under the teacher's guidance?

RESEARCH FINDINGS

What is the current homework practice in FWISD elementary, middle, and high school levels?

- Students generally had homework three or four times a week and took approximately thirty minutes to one hour to complete each evening's assignment. Grade one students generally spent less than thirty minutes per evening.

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- Students in grade four generally had homework in more subjects than students in grades seven or eleven. Students at grade four and grade eleven in high-achieving schools had homework in more subjects than students in low- and middle-achieving schools at those grade levels (see Exhibit 1).
- Approximately 50% to 75% of the students completed their homework assignments. The highest percentages of completion were in grades one and four. The lowest was in grade seven.
- Math teachers at middle and high schools assigned more homework and a higher percentage of the students completed math homework than they did in other subject areas surveyed.
- Students were generally assigned homework that involved writing one or more paragraphs every week.
- Students were more likely to have homework in math than English, social studies, or science (see Appendix B).
- Homework counted for 25% or less of a students grade. It counted for slightly more at middle and high school and less at grade one.
- Teachers indicated that they notify parents of the school's homework policies, but parents generally stated they were not aware of the school's homework policies.

<u>Is homework utilized as a tool for effective instruction in FWISD?</u>

- Teachers stated that they usually match the homework assignments to specific instructional objectives. This was true less often for teachers in low-achieving middle schools than for other teachers.
- At each grade level surveyed, teachers indicated very little individualization of homework assignments.

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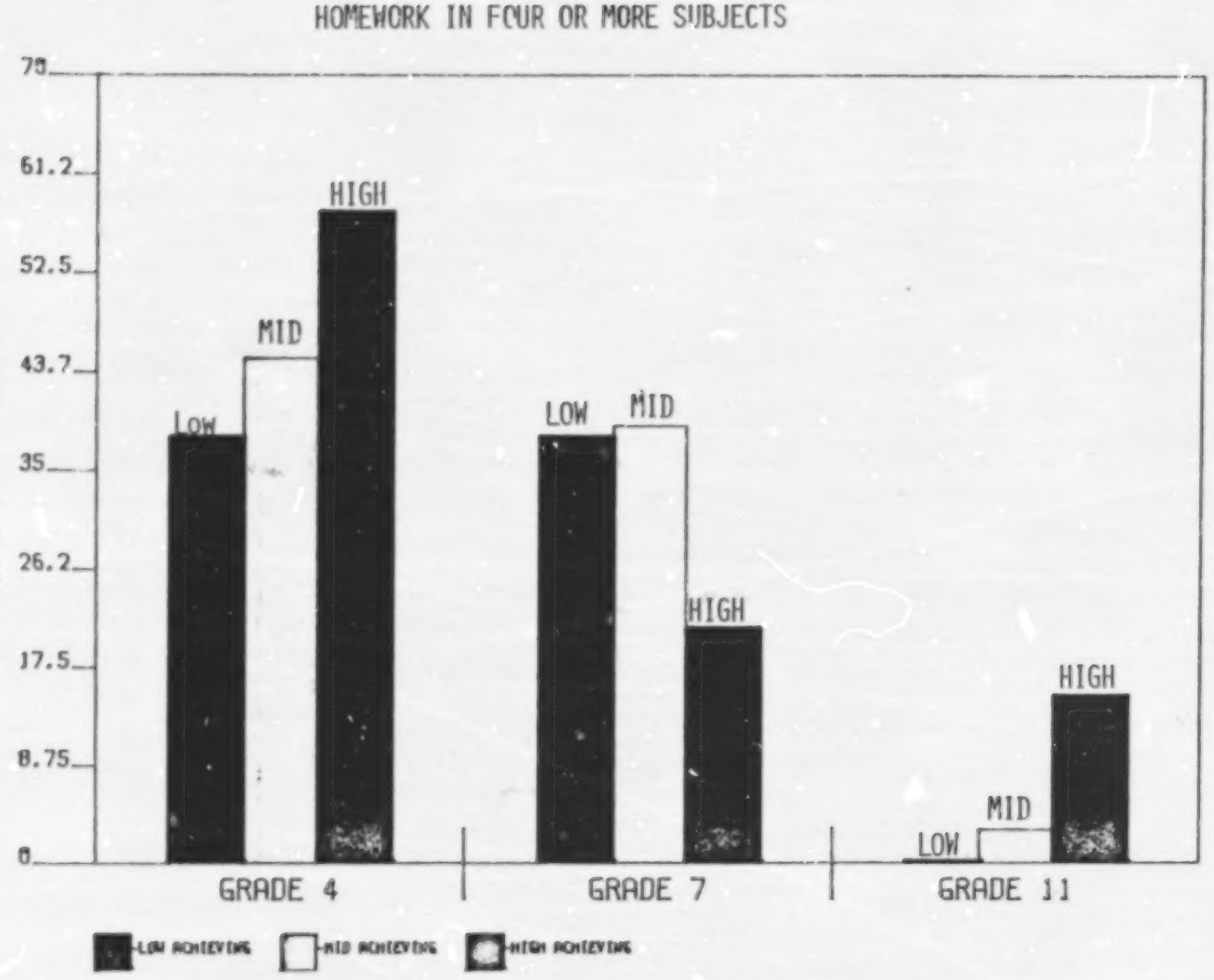
EXHIBIT 1


HOMEWORK IN FOUR OR MORE SUBJECTS
PERCENT OF STUDENTS
70
61.2
52.5
43.7
35
26.2
17.5
8.75
0
LOW
MID
HIGH
GRADE 4
GRADE 7
GRADE 11
LOW ACHIEVING
MID ACHIEVING
HIGH ACHIEVING

- The purpose of homework assignments at grades one and four was generally extra practice/review of materials previously mastered by the class or independent practice on a specific objective for correction/remediation.
- Homework assignments at grades seven and eleven were mostly for introduction of new material.
- Students were generally able to understand the teachers' instructions regarding the homework assignment and complete the assignment without help. Over half of the students indicated they were given class time to begin the homework assignment.

What were the differences in homework practices among achievement and grade level variables?

The achievement level of the school attended and the grade level of students were used to classify the differences in the quantity and quality of homework. The findings in Exhibit 2 illustrate these differences.

CONCLUSIONS

The purpose of this study is to establish the degree to which homework is used in Fort Worth and the degree to which it is used as an effective instructional tool. While questionnaire responses varied somewhat among the groups surveyed, some overall patterns have emerged.

Homework is assigned in FWISD three or more times a week at each grade level. These homework assignments tend to be very short, or are largely finished at school. Most students spend only thirty minutes to one hour each evening on homework, a duration level shorter that that normally found in homework research literature. In Fort Worth, only fifty to seventy-five percent of the students regularly complete homework assignments. Homework

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EXHIBIT 2

FWISD HOMEWORK PRACTICES

	ACHIEVEMENT LEVELS		
	LOW	MID	HIGH
GRADE 1	. Less homework . Parents unaware of school's homework policy . Less likely to complete homework	. Parents unaware of school's homework policy . Parents less likely to be notified if assignments were not completed	. Completed homework assignments
GRADE 4	. More homework than middle-achieving schools . More homework in written composition	. Less homework . Took less time to complete homework . Parents unaware of school's homework policy . Given less time in class to complete homework	. More homework in reading . Needed help in completing assignments . Problems understanding instructions . Assigned less written composition than other levels
GRADE 7	. Less homework in reading . Given time to begin homework in class . Problems completing homework without help . More homework in written composition	. Less homework . Took less time to complete homework . More homework in English and social studies . Less homework in reading than high-achieving schools	. More homework in reading . Took more time to complete assignments . Could complete assignments without assistance
GRADE 11	. Less homework . Less likely to complete homework . Homework less likely to be graded . Assigned more written composition than other levels	. Had homework three or more times a week . Completed homework	. Took less time doing homework . Could complete assignments without assistance . Given time to begin homework in class

assignments often involve written composition. Overall, homework accounts for less than twenty-five percent of a student's course grade.

There are some indications that homework is being used as a tool for effective instruction. Teachers report that they assign homework to match specific instructional objectives. Pupils and parents indicate that assignments are understood and can be completed without help at home. However, very few homework assignments are keyed to individual needs and middle and high school homework assignments often involve introduction of new material. This highlights the need for a staff development priority in relation to more full implementation of the Outcome Based Instruction model.

A significant finding of this study is that while teachers feel that they communicate homework policies to parents, parents report this is seldom the case. An obvious lesson from this data is that communication of school policies must be an ongoing process through as many channels as possible.

RECOMMENDATIONS

Based on the findings in this study and those reported nationally, it is recommended that:

1) each school define a homework policy, communicate it clearly, concisely, and often to parents,
2) attention be given through staff development to the proper types of homework assignments through Outcome Based Instruction (OBI), and
3) the time required to complete homework assignments be extended, particularly at the middle and high school levels.

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APPENDIX A

FORT WORTH INDEPENDENT SCHOOL DISTRICT
RESEARCH AND EVALUATION DEPARTMENT
3210 WEST LANCASTER
FORT WORTH, TEXAS 76107
(817) 336-8311

DAN POWELL, Ed.D.
Director
FAE LYSIAK
Assistant Director

WHIT JOHNSTONE, Ph.D.
Coordinator of Testing

DATE: October 24, 1983

TO: Building Principals

FROM: Dan Powell DP

SUBJECT: Participation in the FWISD Homework Study

Your school is one that has been randomly selected for participation in the FWISD homework study being prepared for the Board of Education.

The purpose of the study is to determine the extent to which homework is being used as a tool for effective instruction in FWISD.

The study will require short interviews of as many as eight (8) teachers in your building, questionnaires for one class of students, and telephone interviews with ten (10) parents. A research staff member will conduct these questionnaires and interviews. Copies of the questionnaire and interview formats are attached.

For this study, there will be no school, principal, teacher, pupil, or parent individually identified in the report. Anonymity is assured.

We ask that you cooperate fully so that this process is as little a bother as possible. Where practical, students used for the questionnaires should not be in the classroom of the teacher interviewed. Parents to be contacted should not necessarily be the parents of students who completed the questionnaires. As such, there will be no effort to check pupils' answers against their particular teachers, etc.

The research liaison will let you know exactly what is needed for the study.

Thank you for your cooperation.

Attachments

/bi

APPROVED:

R. Benjamin

Richard Benjamim
Associate Superintendent, Planning
and Development

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APPENDIX A

Research and Evaluation
October, 1983

HOMEWORK STUDY PROCEDURES

1. Elementary Schools

a) Interview the first two first grade teachers available by alphabetical order.

b) Interview the first two fourth grade teachers by alphabetical order.

c) If one of the above listed teachers is absent from school, interview the the next teacher on the list at the same grade level.

d) Allow the teacher to mark responses directly as you go over questions together.

e) At the following schools, administer the pupil questionnaires to a fourth grade class in which the teacher will not be interviewed.

---	---
---	---
---	---

f) At the following schools, secure a list of ten (10) pupil names with parent names and phone numbers at each of grades 1 and 4:

---	---
---	---
---	---

Try to secure a list of names not associated with an interviewed teacher. Complete telephone interviews with the first five parents reached at each of the two grade levels.

2. Middle Schools

a) Interview the first two seventh grade teachers available by alphabetical order in each subject area: English, Math, Science, and Social Studies.

b) Administer the questionnaire to a homeroom or other class (based on availability and principal consent) of a teacher not interviewed at the following schools:

---	---

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c) Secure a list of ten seventh grade pupil names with parent names and phone numbers and proceed as outlined in the elementary procedure for the following schools:

--- ---
---

3) High School

a) Select two available teachers of eleventh grade subjects in each of the following subject areas: English, Math, Science, and Social Studies. Interview these teachers by pre-arrangement during their planning periods.

b) Follow the middle school procedures by administering student questionnaires to one eleventh grade class at each of the following schools:

--- ---
---

c) Secure a list of ten eleventh grade pupils, parents, and phone numbers to complete telephone interviews as outlined earlier at:

--- ---
---

4. Other

Please complete this procedure by Monday night, October 31.

Please code each answer form by grade and achievement level (A low, B medium, C high) before proceeding to another school.

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APPENDIX A

GROUP 1A,B,C
4A,B,C
7A,B,C
11A,B,C

DATE _____

HOMEWORK STUDY
PARENT PHONE QUESTIONNAIRE

Hello,

My name is _____. I am with the Fort Worth Public Schools. Are you the parent of _____? I would like to ask you a few questions about homework and would appreciate any help you can give me.

1. How often does your child do homework?

Less than once a week	Once or twice a week	Three or four times a week	Daily	Don't Know
¦__¦	¦__¦	¦__¦	¦__¦	¦__¦

2. How long do the assignments usually take?

Less than 30 minutes	¦__¦	30 minutes to 1 hour	¦__¦
1 hour to 1 1/2 hours	¦__¦	1 1/2 to 2 hours	¦__¦
2 hours or more	¦__¦	Don't Know	¦__¦

3. Is your child's homework usually graded?

Yes ¦__¦ No ¦__¦ Don't know ¦__¦

4. Have you been informed of the homework policy of your child's school?

Yes ¦__¦ No ¦__¦

5. Are you notified when your child's homework is incomplete or not done at all?

Yes ¦__¦ No ¦__¦

6. Does your child usually understand what it is that the teacher wants him/her to do on a homework assignment?

All of the time	Most of the time	Some of the time	Never	Don't Know
¦__¦	¦__¦	¦__¦	¦__¦	¦__¦

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HOMEWORK STUDY
Parent Phone Questionnaire (cont'd)
Page 2

7. Does your child usually understand the material well enough to complete homework assignments without your assistance?

All of the time	Most of the time	Some of the time	Never	Don't Know
☐	☐	☐	☐	☐

8. How often does your child have homework that involves writing one or more paragraphs?

Once every three to six weeks	Once every one to three weeks	Once or more each week	Never	Don't Know
☐	☐	☐	☐	☐

Comments: _____

_____

Thank you for your time. Your answers have been very helpful.

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APPENDIX A

GROUP 4A,B,C
7A,B,C
11A,B,C

DATE _____

HOMEWORK STUDY
STUDENT QUESTIONNAIRE

1. In which subject areas do you regularly have homework? Check all that apply.

Science	Math	English
☐	☐	☐
Social Studies	**Reading**	**Other**
☐	☐	☐ (Specify) _____

2. How many evenings a week do you have homework? Check one.

Less than one	One or two	Three or four	Five
☐	☐	☐	☐

3. How much time do you usually spend on one evening's homework assignments?

Less than 30 minutes	30 minutes to 1 hour	1 to 1 1/2 hours
☐	☐	☐
1 1/2 to 2 hours	**2 hours or more**	
☐	☐	

4. Do you complete your homework assignments?

All of the time	Most of the time	Some of the time	Never
☐	☐	☐	☐

5. Is your homework usually graded?

All of the time	Most of the time	Some of the time	Never
☐	☐	☐	☐

6. How often do you have homework that involves writing one or more paragraphs?

Once every three to six weeks	Once every one to three weeks	Once or more each week	Never
☐	☐	☐	☐

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HOMEWORK STUDY
Student Questionnaire
Page 2

7. Do you understand what your teacher wants you to do on a homework assignment?

All of the time	Most of the time	Some of the Time	Never
☐	☐	☐	☐

8. Can you complete your homework without extra help from someone at home?

All of the time	Most of the time	Some of the time	Never
☐	☐	☐	☐

9. Do you understand the purpose of your homework assignments?

All of the time	Most of the time	Some of the time	Never
☐	☐	☐	☐

10. Do you start your homework assignment in class?

All of the time	Most of the time	Some of the time	Never
☐	☐	☐	☐

Comments: _____

_____

_____

APPENDIX A

GROUP 1A,B,C
4A,B,C
7A,B,C
11A,B,C

SUBJECT _____

DATE _____

HOMEWORK STUDY
TEACHER QUESTIONNAIRE

1. Rank the extent to which you assign homework to reflect the following activities (Mark 1 through 4 for least to most frequent).

   Independent practice on a specific objective for correction/remediation |__|

   Independent practice on a specific objective for enrichment/extension |__|

   Extra practice/review of material previously mastered by the class |__|

   Introduction of new material |__|

2. How many evenings a week do you expect your students to do homework?

   Less than once a week |__| 1-2 |__| 3-4 |__| 5 |__|

3. How long do you expect your average homework assignment to take per evening?

   Less than 30 minutes |__| 30 minutes to 1 hour |__| 1 hour to 1 1/2 hours |__|

   1 1/2 hours or more |__|

4. What percentage of the total grade for the six weeks period is determined by homework performance?

   Less than 10% |__| 10% to 25% |__| 25% to 40% |__| 40% or more |__|

5. What percentage of your students complete their homework assignments?

   Less than 25% |__| 25% to 50% |__| 50% to 75% |__| 75% or more |__|

6. How often do you assign homework that involves written composition?

   Less than once each six weeks |__| Once or more each week |__| Once every one to three weeks |__| Once every three to six weeks |__|

HOMEWORK STUDY
Teacher Questions
Page 2

7. Do you give different homework assignments for different pupils in the class?

All of the time	Most of the time	Some of the Time	Never
☐	☐	☐	☐

8. Do you personally, or as a matter of school policy, inform parents of your expectations concerning homework?

Yes ☐ No ☐

9. How often do you assign homework to match specific instructional objectives?

All of the time	Most of the time	Some of the Time	Never
☐	☐	☐	☐

Comments: _____

_____

_____

APPENDIX B

FREQUENCY OF HOMEWORK BY SUBJECT AND ACHIEVEMENT LEVEL
GRADE 4

	LOW*	MIDDLE*	HIGH*	TOTAL*
SCIENCE	4	4	6	6
MATH	1	1	1	1
ENGLISH	2	5	4	3
SOCIAL STUDIES	3	2	5	2
READING	6	6	2	5
OTHER	5	3	3	4
% Having Homework More Than 3 Times A Week	57%	47%	90%	70%

*(1) Most Homework to Least (6)

FREQUENCY OF HOMEWORK BY SUBJECT AND ACHIEVEMENT LEVEL
GRADE 7

	LOW*	MIDDLE*	HIGH*	TOTAL*
SCIENCE	4	4	5	4
MATH	1	3	1	1
ENGLISH	3	2	2	2**
SOCIAL STUDIES	2	1	4	2**
READING	5	5	3	5
OTHER	6	6	6	6
% Having Homework More Than 3 Times A Week	57%	47%	90%	70%

*(1) Most Homework to Least (6)

**Both subjects have same percentage.

APPENDIX C

HOMEWORK STUDY

MOST FREQUENTLY OCCURRING RESPONSES

(Combined Totals)

Frequency of Homework Assignments Teachers: 3-4 evenings Parents: Daily Students: 3-4 evenings	**Length of Homework Assignments** Teachers: 30 minutes to 1 hour Parents: 30 minutes to 1 hour Students: 30 minutes to 1 hour
Is homework graded? Parents: Yes Students: Most of the time	**Is the assignment understood?** Parents: Most of the time Students: Most of the time
Is homework completed without assistance? Parents: Most of the time Students: Most of the time	**Are parents informed of homework policy?** Teachers: Yes Parents: No

Frequency of homework that involves written composition

Teachers: Once or more each week

Parents: Never

Students: Once or more each week

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

PARENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS / RESPONSES	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
How often does your child do homework?	4	4	3	4	3	4	3	3	2	4	4	4	5	4	4	4	4	4	4	4
1) Less than once a week 2) Once or twice a week 3) Three or four times a week 4) Daily 5) Don't Know																				
How long do the assignments usually take?	1	1	1	1	2	2	2	2	2	1	2	2	2	1	3	2	2	1	2	2
1) Less than thirty minutes 2) Thirty minutes to one hour 3) One hour to one and one-half hours 4) One and one-half to two hours 5) Two hours or more 6) Don't Know																				
Is your child's homework usually graded?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1) Yes 2) No 3) Don't know																				
Have you been informed of the homework policy of your child's school?	2	2	1	2	2	1	1	1	2	2	2	2	2	2	2	2	2	2	1	2
1) Yes 2) No																				

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

PARENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES														
	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
Are you notified when your child's homework is incomplete or not done at all?	1	2	1	1	2	1	1	1	2	2	1	2	1	2	1	1	1	2	1	1
1) Yes 2) No																				
Does your child usually understand what it is that the teacher wants him/her to do on a homework assignment?	1	1	1	1	2	2	2	2	2	2	2	2		2	1	2	2	2	1	2
1) All of the time 2) Most of the time 3) Some of the time 4) Never 5) Don't Know																				
Does your child usually understand the material well enough to complete homework assignments without your assistance?	1	2	1	1	2	3	2	2	2	2	2	2	2	1	1	1	2	2	2	2
1) All of the time 2) Most of the time 3) Some of the time 4) Never 5) Don't Know																				

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

PARENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES														
	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
How often does your child have homework that involves writing one or more paragraphs?	4	4	4	4	4	3	2	3	5	2	1	3	2	3	2	2	4	3	2	4
1) Once every three to six weeks																				
2) Once every one to three weeks																				
3) Once or more each week																				
4) Never																				
5) Don't Know																				

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APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

STUDENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES															
	GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
In which subject areas do you regularly have homework?	2	2	2	2	2	4	2	2	3	3	3	3	2	2	2	2
1) Science																
2) Math																
3) English																
4) Social Studies																
5) Reading																
6 Other																
How many evenings a week do you have homework?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1) Less than one																
2) One or two																
3) Three or four																
4) Five																
How much time do you usually spend on one evening's homework assignments?	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1) Less than 30 minutes																
2) Thirty minutes to one hour																
3) One to one and one-half hours																
4) One and one-half to two hours																
5) Two hours or more																

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

STUDENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS / RESPONSES	GRADE FOUR Achievement Low	Mid	High	Total	GRADE SEVEN Achievement Low	Mid	High	Total	GRADE ELEVEN Achievement Low	Mid	High	Total	OVERALL Achievement Low	Mid	High	Total
Do you complete your homework assignments?	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																
Is your homework usually graded?	2	1	2	2	1	2	1	1	2	2	2	2	2	2	2	2
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																
How often do you have homework that involves writing one or more paragraphs?	3	4	2	3	3	3	2	3	3	3	3	3	3	3	2	3
1) Once every three to six weeks																
2) Once every one to three weeks																
3) Once or more each week																
4) Never																
Do you understand what your teacher wants you to do on a homework assignment?	1	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

STUDENT QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES															
	GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
Can you complete your homework without extra help from someone at home?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																
Do you understand the purpose of your homework assignments?	2	1	1	1	2	3	2	2	2	2	2	2	2	2	2	2
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																
Do you start your homework assignment in class?	1	4	3	2	1	3	3	3	3	3	3	3	2	3	3	3
1) All of the time																
2) Most of the time																
3) Some of the time																
4) Never																

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

TEACHER QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES															
	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
Rank the extent to which you assign homework to reflect the following activities.	3	1	1	3	1	1	3	1	4	3	4	4	4	1	4	4	4	1	4	3
1) Independent practice on a specific objective for correction/remediation																				
2) Independent practice on a specific objective for enrichment/extension																				
3) Extra practice/review of material previously mastered by the class																				
4) Introduction of new material																				
How many evenings a week do you expect your students to do homework?	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
1) Less than once per week																				
2) One to two days																				
3) Three to four days																				
4) Five or more																				
How long do you expect your average homework assignment to take per evening?	1	1	1	1	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2
1) Less than thirty minutes																				
2) Thirty minutes to one hour																				
3) One hour to one and one-half hours																				
4) One and one-half or more hours																				

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

TEACHER QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES															
	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
What percentage of the total grade for the six weeks period is determined by homework performance?	1	1	1	1	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2	2
1) Less than 10%																				
2) 10% to 25%																				
3) 25% to 40%																				
4) 40% or more																				
What percentage of your students complete their homework assignments?	1	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	4	3
1) Less than 25%																				
2) 25% to 50%																				
3) 50% to 75%																				
4) 75% or more																				
How often do you assign homework that involves written composition?	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2	2	2	1	2
1) Less than once each six weeks																				
2) Once or more each week																				
3) Once every one to three weeks																				
4) Once every three to six weeks																				

APPENDIX C

RESEARCH AND EVALUATION DEPARTMENT
November 10, 1983

FWISD HOMEWORK STUDY

TEACHER QUESTIONNAIRE

Most Frequently Occurring Responses

QUESTIONS	RESPONSES															
	GRADE ONE				GRADE FOUR				GRADE SEVEN				GRADE ELEVEN				OVERALL			
	Achievement				Achievement				Achievement				Achievement				Achievement			
	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total	Low	Mid	High	Total
Do you give different assignments for different pupils in the class?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1) All of the time																				
2) Most of the time																				
3) Some of the time																				
4) Never																				
Do you personally, or as a matter of school policy, inform parents of your expectations concerning homework?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1) Yes																				
2) No																				
How often do you assign homework to match specific instructional objectives?	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
1) All of the time																				
2) Most of the time																				
3) Some of the time																				
4) Never																				

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APPENDIX D

Student comments on homework

Several students chose to comment on homework in the space the questionaire allowed. Following is a sample of these comments, reproduced exactly as students wrote them.

Grade 4

Sometimes homework is hard and sometimes it's easy.

I wihs we had homework all the time.

I'm not to crazy about it.

I like it because you can learn more.

My teacher does not give me enough homework.

I like homework cause it is fun and it helps me at school.

I think homework stinks!

I like homework becase it helps to learn about other people like George Washington or presedent Lincoln or other famos presidents. And you will have a good Edgecation. But most of all I like it because its fun.

I know that teachers give us homework, becaue they want us to be very smart.

We all ways have homework

I like homework a lot.

Grade 7

I think homework is fun, but sometimes I want to go do some other things that are more fun.

homeword is good but not everyday.

I hatehomework it's a drag, sometimes it can be fun but most of the time it's not.

It all right some of the time but some time theres no need to do homework.

Sometimes homework has a meaning, but sometimes they gives it at the wrong time.

I don't like homework because soon as I get home I have to start on it and it make me mad sometimes.

It does not make me happy it stinks

I think homework is for you to understand the assignments better.

Some times I like homework and sometimes I don't. I dont like it because they give you to much.

I think that homework is an important part of school Because it is based on what you have learned.

I don't really care about homework but I know its good practice thats why I always do it. I hope I always care about my education. So I can get my degree

My trye feeling about homework is that I dont like it and some time I don't like to do it.

Home work is a very important part of learning it helps a child learn what it what it didn't learn in class

I have it, I don't see why we have it, we should just work at school, because we should be play at home not do homework.

Grade 11

I think teacher should explained clearly and helped student what they don't understand instead of keep going on no matter you don't know nothing.

I believe homework is important, but in the time we as students are growing up, its hard to find the time. Most Students have jobs. There are more outside responsibilities. I personally believe that not more time should be spent on home work, but less time in other activities & responsibilities that at this time cannot be avoided. Students are constantly growing in the number of responsibility that they have. Most Students in the F.W.I.S.D. have the intelligence to make above average grades. The problem exhists in the stydying habits of the American High School Student. Most students do not have good study habits. Elementary Education should center on this. The habits of studying should be centered in the mind as one of the premier learning tools. After all memorization is not what a person will always remember. It is what spurs interest in the mind as a chalolenge that will stick in the mind as important.

Some teachers fell giving more homework will better us. That is true is some cases, however, if a person is just not going to learn, he is not going to learn no matter ho much homework you give.

I start my homework in class most of the time, so that when I get home I only have a little bit to do.

I try to finish my homework before school is out, so I don't have to do it at home

Teacher comments on homework

Several teachers chose to comment on their homework practices and problems in the space the questionnaire allowed. Following is a sample of these comments.

Grade 1

> The reason I don't give homework too often is because the children don't bring it back. We have a paper shortage and, too many times, I feel like I'm wasting my paper.
>
> Homework is a problem because it is something else to grade, and half don't bring it back. Most of my homework in 1st Grade is reading, supplementary reader studying vocabulary. We don't have enough paper.

Grade 4

> School policy does not allow reading text books to go home - however, any unfinished reproduced materials are to be completed outside of class.
>
> My children usually begin an assignment in class and if they don't finish are expected to complete it as homework.
>
> I only assign homework to check to see whether my objectives for that day have been understood or who needs additional help.

Grade 7

> Certain subject areas should have designated days to give homework so a child would not have work in every subject on one night.
>
> Homework is rarely completed by the majority of students. This creates problems in that those that have completed the work are ready to move on and those that have not will be left behind. We need to create an atmosphere and conditions so that students feel a responsibility for learning, realize that learning is often hard, requires work, and at times may not be exciting or "fun", but at the same time it is necessary.
>
> I believe & assign homework in my classes, inform the parents that it is given and required. This aids very little, as the student almost never has the written assignment (certain percentage). The only time I hear from the parents is at Progress and Report card time, and generally, it's to complain of grades. A policy on homework mandating it as an essential part of the academic schedule is worth investing and investigating I feel.
>
> I give homework 4 times a week, specifically to reinforce classwork.

Homework is a must in order for the students to complete the required course work. It is also important to teach students at an early age the importance of independent study, research, and responsibility.

Most homework is poorly done, so stress is placed on class performance. Copying is frequently used to complete these assignments.

Homework is used to help them reinforce objectives/subject matter discussed. However these students do not seem to get support or encouragement from home. I have seen several of my students walk home emptyhanded when they know they had homework assigned to them.

My expectations are stated in writing and placed in the students notebook at the beginning of school. Parents are urged to check the student's notebook frequently.

I would appreciate more parent involvement.

Most of my homework pertains to Reading assignments - most written work is done in class so that I can supervise individually.

Grade 11

I feel homework should be required by all - consistently. Students I teach are lazy on this issue - feel that it doesn't matter. If nothing else, it teaches self-discipline and the consequences of not meeting daily requirements (a la working world). Of course, I believe it also enhances the learning process for my specific academic categories.

Homework in chemistry involves Laboratory write-ups and Lab preparation as well as those assignments involving Textbook material. AP chemistry are required to do more homework strictly on their own, where as regular classes get more directed homework. Homework is used to check progress and understanding of objectives presented and also remedial work.

Assigning students more homework will not help instruction one bit. Many parents tell me their youngsters do a lot of homework. Think about it... 30 minutes of homework each class for 6 classes is already 3 hours each night! I find among my students who do poorly that, to a person, the reason is lack of preparation and poor management of time.

In chemistry, we do most of the work in class. Extra instruction and homework are usually for those who fall behind, are absent etc.

Many times students do not do their "homework" - but if time is given in class, I usually get back all of their assignment.

I give daily grades on work done in class. The homework is written as a check. If they have turned in all the homework they get a daily grade to average with daily tests. If they have been assigned 12 homework papers and turn in 12 they get an A, 11 they get a B, 10 a C, etc.

Completing their homework assignments has really been a major problem - How?

The homework assignments vary with the unit being covered. Every week students know the spelling words for the week. There is a pre-test on Tuesday and a final test on Friday. Every week there is a folder check to observe note-taking techniques mastered and journal entries developed by various means. In the period of time allowed for book reports, research, and library papers, the number of hours needed increases.